

Indiana Department of Education

2011 Fine Arts Textbook Adoption Scoring Rubric

VISUAL ART GRADE KINDERGARTEN

Visual Art for Kindergarten through Grade 3 is based on the Indiana Academic Standards for Visual Art. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

Visual Art Grade Kindergarten Checklist

Standard 1 – Understand art in relation to history and past and contemporary culture

Students identify images and subjects in artwork and discuss the function of works, including their role as a visual record of humankind. They discover the role of artists and art in their community.

- ☐ K.1.1 Explore art as a visual record of human ideas.
- ☐ K.1.2 Speculate on the function of a work of art.
- ☐ K.1.3 Identify simple images and subject matter in works of art.
- ☐ K.1.4 Identify what an artist does and find examples of artists' work in the community.
- ☐ K.1.5 Discuss and identify how and where art is used in everyday life such as home, school, or community.
- ☐ K.1.6 Visit local museums and exhibits, and experience visiting artists in the schools.

Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods

Students identify representational and nonobjective works of art and discover that specific artists' works have particular stylistic characteristics.

- ☐ K.2.1 Recognize that art from one artist has a similar look or style.
- ☐ K.2.2 Identify representational and nonobjective works of art.

Standard 3 – Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to identify and describe properties in artwork, and they construct possible meanings.

- ☐ K.3.1 Identify and describe sensory, formal, technical, and expressive properties in works of art using appropriate vocabulary.
- ☐ K.3.2 Construct possible meanings in works of art based on personal response and

properties in the works.

Standard 4 – Theorize about art and make informed judgments

Students distinguish between representational and nonobjective works of art and express personal preferences in works.

- ___ K.4.1 Distinguish between representational and nonobjective works of art, recognizing the identifying characteristics of both.
- ___ K.4.2 Respond to art based on personal preference.

Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students demonstrate curiosity and insight concerning works of art and distinguish between human-made art objects and those from nature.

- ___ K.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.
- ___ K.5.2 Identify art as objects made by humans and distinguish between human-made objects and those from nature.

Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork using subject matter from the real world and personal symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.

- ___ K.6.1 Use objects or animals from the real world as subject matter for artwork.
- ___ K.6.2 Create art that expresses personal ideas, interests, and feelings.
- ___ K.6.3 Use personal symbols to express ideas.
- ___ K.6.4 Demonstrate thoughtfulness and care in creating artwork.
- ___ K.6.5 Reflect on and share work with others.
- ___ K.6.6 Respect personal work and the work of others.

Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students begin to recognize and apply the elements and principles and discriminate various lines, shapes, textures, and colors. They identify two and three-dimensional works of art and utilize appropriate media and processes in both types of artwork, demonstrating safe and proper use of materials.

- ___ K.7.1 Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork.
- ___ K.7.2 Discriminate between types of lines (characteristics), shapes (geometric), textures (tactile), and colors (primary/secondary hues) in own work and the work of others.
- ___ K.7.3 Distinguish between two-dimensional and three-dimensional works of art.

- ___ K.7.4 Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.
- ___ K.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students recognize products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

- ___ K.8.1 Recognize products and processes of the visual arts and other disciplines.
- ___ K.8.2 Create a work of art using subject matter, concepts, or sign systems, such as words or numbers, of another discipline.